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ABSTRACT

As an aid to foreign visitors and educational researchers overseas, this survey presents an overview of current educational research in Sweden's research departments in education. The booklet's introduction first summarizes the historical development and present organization of Swedish educational research and describes current trends, interest areas, and debates among educational researchers. The authors then give profiles of the country's 10 major educational research departments and of the 4 major organizations funding the research. For the departments, each profile contains a general description, a summary of its research program or a list of its research projects, and a note on how its results are reported. Included are university research departments and institutes at Gothenburg/Molndal, Linkoping, Lund, Malmo, Stockholm, Umea, and Uppsala. The booklet also describes each funding source's organization, duties or activities, grants, and information dissemination methods. Included are the National Board of Education, National Board of Universities and Colleges, Bank of Sweden Tercentenary Fund, and Swedish Council for Research in the Humanities and Social Sciences. A brief listing of bibliographies and reference works on current educational research in Sweden concludes the handbook. (Author/RW)

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NATIONAL BOARD OF EDUCATION
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Swedish Educational Research in the Early Eighties

Stockholm, 1981

Swedish Educational Research in the Early Eighties

Editor: Åke Bjerstedt

The National Board of Education
Division of Educational
Research and Development

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Preface

In spite of the fact that much Swedish research in education has been funded by central agencies, and in spite of the fact that many Swedish researchers write reports in English, it is often fairly difficult for visitors from abroad and educational researchers in other countries to get an overview of current research in Sweden. There may be many reasons for this, e.g. the lack of computerized search files on Swedish research reports and the lack of any general English-language scientific journal in Sweden. And today there seems to be no up-to-date survey in English of the research activities of the various research departments in education.

While it may take considerable time and effort to correct for some of these deficiencies, it should be easier to fill the need for a written survey. The present report represents a preliminary attempt to do this.

The presentation is in two parts. The first part describes the ten major research departments now in operation. These are the centres of research training in education, and in these centres most of the research projects funded with state grants are carried out. The second part presents the operations of the four central organizations for funding educational research in Sweden.

For those wishing to write to or visit the various research departments and other centres reported on here, addresses and telephone numbers are included throughout. In addition, we have marked out the major places on the map of Sweden below.

The texts included in the present report have been written in Swedish by representatives of the various departments and bureaus described. It should perhaps be noted that the degree of detail given with respect to current project activities varies. Some departments present almost exhaustive lists of current projects (including also some more limited studies by research students), whereas others describe their programmes in broader outline only. I have not taken it as my duty as an editor to try to take away this variation—which would have been a very difficult task. However, I have taken some editorial liberties in order to increase the consistency of format and to compress the information given. Finally, these slightly edited self-descriptions have been translated into English.

We wish to thank the various contributors of the basic texts as well as our translator, Mr Roger Tanner.

March 1981

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Professor
Malmö School of Education

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Head of the Division of
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Contents

Introduction 7

Part I 11

Gothenburg/Mölndal (1) 13
Gothenburg/Mölndal (2) 18
Linköping 24
Lund 29
Malmö 33
Stockholm (1) 38
Stockholm (2) 43
Stockholm (3) 46
Umeå 50
Uppsala 52

Part II 57

The National Board of Education 59
The National Board of Universities and Colleges 62
The Bank of Sweden Tercentenary Fund 67
The Swedish Council for Research in the Humanities and Social Sciences 69

Further Information 72

Introduction

Glimpses from the Historical Development

Professorships in education at Swedish universities were a fairly late development. The first professor was appointed at Uppsala University (Bertil Hammer, 1910). At Lund University the first professor started two years later (Axel Herrlin, 1912) and at Gothenburg University a further seven years later (Gustav Axel Jaederholm, 1919). At the fourth university, in Stockholm, the first professor was not appointed until the 1930s (David Katz, 1937).

The exact designation of the four early professorships varied slightly: "education" (Uppsala), "psychology and education" (Lund, Stockholm), and "philosophy and education" (Gothenburg). In reality, however, the initial period of work at all four universities was characterized by being "psychological and educational". The inaugural lecture by Axel Herrlin in Lund dealt with "The development of psychology into an exact science"; Gustav Axel Jaederholm was among the most emphatic advocates of educational-psychological measurements; David Katz had earlier been Professor of Psychology at the University of Rostock, leaving there in 1933 as a victim of Hitler's policies. (A good source of information about the history of educational professorships is a book by Ingeborg Willke, cf the section "Further information", at the end of this book.)

It is reasonable to say that this early period of close connection between psychology and education has considerably affected educational research in Sweden: this research has been and still is more influenced by psychological viewpoints than in many other countries, and psychology has contributed to the interest among educational researchers in Sweden in empirical and statistical working methods.

Gradually, the large subject area "psychology and education" was seen as too unwieldy to be handled by a single university professor, and the subject was divided into two. This happened during the period 1948–1956. It should be noted, however, that the educational chairs at all four universities were still designated in such a way as to incorporate a psychological aspect: "education and educational psychology". The first holders were: Wilhelm Sjöstrand (Uppsala, from 1949), Torsten Husén (Stockholm, from 1953), Sven Edlund (Lund, from 1956), and Kjell Härnqvist (Gothenburg, from 1958).

Part of Swedish teacher training was carried out at colleges separate from the universities. Gradually, it was felt that the training of teachers should be done in closer co-operation with educational research and development in modernized schools of education, including special departments of educational and psychological research. The first professorship in education at a school of education was established in

Stockholm (Torsten Husén, 1956), and similar professorships followed in Malmö (Åke Bjerstedt, 1962), Gothenburg (Karl-Gustaf Stukát, 1965), Umeå (Sten Henrysson, 1968), Uppsala (Karl Georg Ahlström, 1969), and Linköping (Ingvar Werdelin, 1969).

Recent Developments and Present Organization

Thus, as recently as the mid-fifties, there were only four educational research departments and four professors of education in Sweden. With the exception of special grants in connection with school reforms, fairly little money was available for educational research. Consequently, most of the research carried out consisted of small-scale studies (for doctoral theses etc.).

During the sixties the situation changed markedly. New research departments were established in several places, in connection with the new schools of education. These departments were expected to focus upon empirical research of practical use to the development of schools and teacher training. More generous grants for research projects than earlier were available, especially via the National Board of Education. Team projects replaced to some extent the earlier one-man and zero-man studies. In addition, some of the larger communities and some laboratory schools attached to schools of education were increasingly involved in systematic education development in cooperation with researchers. The older university departments also took part in and were funded by these new developments. Increasingly, the various research departments started series of reports and publications, directed partly to fellow researchers, partly to the educational community at large.

In a university reform of 1977, most of the schools of education were administratively incorporated in the universities. In some cases, this meant that two research departments that had developed within the same community were integrated into one. The resulting organizational structure is that the major part of educational research and research training is now carried out in ten departments: three in Stockholm, two in Gothenburg/Mölndal, and one in each of the following places: Linköping, Lund, Malmö, Umeå and Uppsala.

These departments have developed somewhat different research traditions and research interests. All of them, however, have a major interest in what is sometimes called "prospective" educational research, in cumulative empirical work, successive methodological refinement, and in the application of educational research to the development of schools and other educational institutions.

Examples of Trends and Interest Areas

It is obviously very difficult briefly to describe the content and emphases of the fairly large amount of educational research carried out in Sweden.

Here I have to content myself with a few characteristic trends and examples.

(1) Empirical research has normally been seen as a cumulative endeavour, to which the total international society of researchers contribute. American education, psychology and sociology have been especially influential in Sweden. Actual research co-operation with researchers from other countries is somewhat more limited. In Torsten Husén's Institute of International Education, Stockholm, such international co-operation is very characteristic, however. Using data from many countries is seen as a means of substantially increasing our possibilities to understand the relative influence of various determining factors, for example, in studying the educational achievements of pupils within various school subjects.

(2) Partly due to the psychological heritage, measurement has long been an important area of research and development as well as an important factor in educational evaluations. Several Swedish research workers have, in addition, emphasized the need to develop both educational techniques and educational evaluation measures in *other* goal areas than in the traditional (mainly intellectual) ones, for example, measures to evaluate various aspects of the attitudinal and social development.

(3) During the sixties, several research departments were taking an increased interest in the possibilities of combining instructional research with the systematic development and evaluation of packages of materials and methods for use in schools. The international developments of programmed instruction and educational technology had an impact here, but most Swedish researchers were less interested in Skinnerian theory and in the development of apparatus and more interested in broader theories (often system theories) and in the possibilities of developing a body of instructional knowledge based on empirical research in practical school situations: both didactic methods and methods of educational organization.—It might be added that in this and other research areas, there has been a fairly intense dialogue between those responsible for school policy and school administration on the one hand and the educational researchers on the other. The practical utility of educational research has been emphasized and been fairly generally accepted.

(4) While most educational researchers in Sweden have focused on the processes and products of educational acts, there has also—and especially during the seventies—been an interest in studying relationships between these processes and products on the one hand and their societal surroundings and pre-conditions on the other. Some have emphasized the restrictions that the societal structure imposes upon the possibilities of education; others have explored the possibilities of gradually changing some of the restrictions of the society by means of future-oriented education through schools. To some extent connected with such endeavours to widen the research field, the methodological and theoretical debate among Swedish research workers has recently been

more intense and diversified than earlier. In spite of some such trend towards diversification, educational research in Sweden can still be considered to be a more homogeneous field of ambitions and activities than in many other countries.

Current Debate on Organization and Funding of Educational Research

There are four major sources of funding for educational research in Sweden: The National Board of Education, The National Board of Universities and Colleges, The Swedish Council for Research in the Humanities and Social Sciences, and The Bank of Sweden Tercentenary Fund. The two first mentioned sources predominantly fund research and development projects closely related to current issues and decisions, whereas the Research Council takes a greater interest in basic research.

In all research departments there is a very small staff of permanent research positions (usually only one or two full professors). As a rule there are no long-time research positions below the professor level, but a fairly large group of people hired for research on short-time (usually one-year) contracts. This personnel set-up has some advantage in terms of openness to new research needs via project funding. However, the general feeling in the research departments is that the drawbacks are much more notable, with a large degree of personnel instability and a very insecure situation for research-interested persons.

Some changes of structure and emphases within Swedish school research may be expected in the near future, as a consequence of recent committee work and subsequent government bills. For example, certain decisions on educational development work will be taken on more decentralized levels, and some attempts to increase the time perspective of the project research for the school area will be made. (Cf. "Skolforskning och skolutveckling", 1980; "Skolforskning och personalutveckling", 1981.) However, what net effects these changes will have on Swedish educational research, is too early to know exactly.

Å.B.

PART I

Umeå
Uppsala
Stockholm
Linköping
Göteborg/
Mölndal
Lund
Malmö

Gothenburg/Mölndal (1)

Department of Educational Research
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL
Visitors: Frölundagatan 118
Tel. 031--87 80 00
Professor: Karl-Gustaf Stukát (since 1965)

General Presentation of the Department

This department has existed as a research institution since 1965, when the chair in practical pedagogics and special pedagogics was established. Until the reform of higher education in 1977, the Department formed part of the School of Education, but it then became a department of the University of Gothenburg. The Department now has a personnel strength of 58, comprising 32 researchers, 14 teachers and 12 administrative staff. The professor, research coordinator and assistant hold permanent appointments. Other researchers are engaged on a project basis.

Research questions are handled by the Departmental Board and by an informal body, the Project Leader Group. Research training is the joint responsibility of the Department of Educational Research and the Department of Education in the University of Gothenburg.

Research Programmes

Most of the Department's research comes within the following sectors: home—immediate environment—child care—school, special education, subject methods and sports education. A summary will be given of current research in these sectors, which for some time now have constituted project areas at the Department.

Home – immediate environment – child care – school

Current research in this field is rooted in the pre-school research established at an early stage in the Department's history. Developments have moved in favour of an ecological approach reflected, for example, by the study of educational processes even outside institutional education. A study of this kind is being made in the project "Co-ordination of

pre-school education and other bodies supporting the family" (Gunni Kärrby et al), in which research and experimental activities are being undertaken concerning formal social bodies such as social welfare bureaux, child care centres and leisure amenities, and also concerning informal activities, e.g. those of associations. The aim of the project is to investigate the feasibility of co-ordinating the child care resources of the local environment. Co-operation between different inputs is also being studied in the project entitled "Family support and development" (Lars Gunnarsson et al). This is a multi-institutional, transnational project which includes a longitudinal study of children from pre-school age to school age and of the development of formal and informal support systems for families and children in various metropolitan areas.

This problem area also includes the project "Problem-oriented co-operation between teachers, pupils and parents" (Gunni Kärrby et al), which is concerned with charting the frames which govern parent-teacher activities and with attempting to devise new forms of parent-teacher co-operation. A long-term project aimed at elucidating relations between institutional and non-institutional pedagogics is "The day nursery and the home" (Lars Gunnarsson et al), in which home and day nursery educated children and day nursery families have been followed from the first year of life until school age. The project "Organization and activities of the recreation centre" (Björn Flising et al) also comes within this problem area.

In recent years the Department has launched research focussing on the relationship of the school to the local community. This research is particularly concerned with the potentialities of the integrated school day as a means of creating a more open school and gearing school activities to the local community. The project "Pedagogics and environmental planning" (Bengt Ågren) is particularly concerned with the planning of the physical environment and social services, and this project team has taken part in the planning of precinct amenities including pre-school education and leisure activities.

Special education

One branch of activities in this sector has comprised research surveys such as the UNESCO studies "The present situation and trends of research in the field of special education" and "Economic aspects of education for handicapped children and youth", together with the Council of Europe report "Current trends in European pre-school research with particular regard to compensatory education" (K-G Stukát). Another line of investigation at the Department has concerned special education effect studies and their implications for integration and the general organization of special education. In his thesis "Self concept and school segregation", Gunnar Stangvik has interpreted the results of effect studies in terms of self perception.

Projects now in progress are concerned with the special problems confronting different categories of disabled persons. The PRESS

programme of projects concerning the social situation of physically disabled pupils includes among other things an analysis of integration problems (Karin Paulsson) and the evaluation of a development programme for physically disabled pupils (Birgit Dvoretsky et al). Pupils with motor and perceptual disturbances are being studied in two projects: "Survey and diagnosis of educational methods and support measures for MBD children" (Inga Ringskog) and "Children with perceptual disturbances" (Ulla Axner). In the project entitled "Special pre-school education" (K-G Stukát et al), children in need of special support and stimulus have been studied on the basis of an integral view of the child and experience has been reported from activation measures and open pre-school institutions. The project entitled "Self concept when starting school" (Eva Stigebrandt and Bertil Gustafsson) is based on participatory observations of everyday school life and analyses of concealed functions influencing the children's self concepts. General science material adapted for pupils with impaired vision is being tested (Björn Andersson), and studies are being made of the educational situation of visually handicapped pupils.

One project now in progress is entitled "Language tests and compensatory education programmes for immigrant pupils" (Torsten Lindblad) and is aimed at devising instruments of diagnosis and resource allocation for Swedish as a foreign language and for a number of home (i.e. immigrant) languages, and also at evaluating a programme of compensatory education for teaching Swedish and home languages to immigrant pupils.

Research is being conducted within the Department concerning the educational situation of the disabled adult student. The measures of allocation policy which have been taken in the adult education sector do not appear to any great extent to have benefited those who are most in need of increased support. Persons with severely retarded reading ability are one such group. Work is in progress on the production of teaching materials whose content and method are based on the living situation of adults with retarded reading ability (Aina Eriksson). The study circle is one implement of adult self-education. Various efforts to reach different disability categories are being followed up in the project "Disabled adults in popular education"(Hans Dahlgren). One part of this project is concerned with questions of information about disabilities, while the other involves a study of different forms of induction prior to popular education activities.

Subject methods

In the language teaching sector, experience has accrued over many years from experiments involving various methods of teaching English in elementary school and adult education (Torsten Lindblad, Mats Oskarsson, Tibor von Elek). In the GUME/Prov project, English teaching has been evaluated from the intermediate level of elementary school to the final grade of upper secondary school and work has been

undertaken on the construction and evaluation of standardized achievement tests in English for elementary and upper secondary schools (Torsten Lindblad). This project has also included a study of the initial knowledge of English, mathematics and Swedish possessed by prospective class teachers, together with the compilation of self-diagnostic instruments for prospective post-secondary students. The Language Teaching Centre, which was set up some years ago, maintains extensive information activities in the language teaching sector, and a number of projects, mainly concerning language teaching for adults and immigrants, have been affiliated to it.

Research into the teaching of general science has mainly been concerned with conceptual development. This topic was dealt with by Björn Andersson in his thesis "Science teaching and the development of thinking". A follow-up project is concerned with pupil ability and syllabus requirements in science teaching at the senior level of elementary school.

Research into subject methods also includes Margareta Kristiansson's comparative effect studies of mathematics teaching according to the present and previous elementary school curricula, reported in a thesis.

A project entitled "Syllabus work in Swedish" (Monica Ågren), launched recently, involves an evaluation of the new elementary school Swedish syllabus from the following and other angles. How well does the syllabus content accord with the needs of pupils and society? Does it provide teachers and pupils with sufficient support in their planning of school work? Are the intentions behind the syllabus attainable within the frames of school and society?

Sports education

The Department's research into sports education is concerned more with the personal and social importance of sports than with questions of achievement. This is reflected, for example, by Bertil Aggestedt's and Ulla Tebelius' thesis "Children's experience of sports" and by Göran Patriksson's thesis "Socialization and involvement in sports". The latter is a presentation of findings from the Swedish portion of a major international research project. Meantime a Nordic (Finnish, Norwegian and Swedish) research project has been concluded on the subject of the sports behaviour of children and young persons.

A project entitled "Techniques of tension control and their application in an educational context" (Göran Patriksson, Sven Setterlind) is now in progress at various school levels, viz the intermediate and senior levels of elementary school and upper secondary school. One of the purposes of this project is to devise and evaluate various methods of relaxation for school and leisure.

Reporting

Departmental publishing activities are managed by an Editorial Committee. Reports are published in three series, two in Swedish and one in English. These publications are distributed on a relatively selective basis, while digest sheets are distributed more widely. A series entitled "Göteborg Studies in Educational Sciences", mainly comprising doctoral theses, is published in association with the Department of Education in the University of Gothenburg. The Department also publishes annual surveys of its publications and current research.

17

Gothenburg/Mölndal (2)

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Tel.: 031–87 80 00
Professors: Kjell Härnqvist (since 1958), Ference Marton (since 1977)

General Presentation of the Department

From its very inception, research at this Department has concentrated heavily on questions connected with reforming activities at various levels of the Swedish education service. Departmental researchers have conducted surveys on behalf of a long succession of Government Commissions, from the 1957 Schools Committee to the Upper Secondary Schools Commission now in progress. Since the mid-sixties, the role of the Government Commissions as principal clients has been taken over by the R&D divisions of the NBE and of what is now the National Board of Universities and Colleges.

Many assignments have been prompted by the focus of inquiries launched by the researchers themselves and found also to be relevant to more goal-oriented research. Conversely, commissioned research has often generated theoretical approaches which have been further developed in inquiries supported, for example, by the Swedish Council for Research in the Humanities and Social Sciences and by the Bank of Sweden Tercentenary Fund. Consequently, the Department's researchers see no clearcut difference between the two kinds of research, except regarding sources of finance.

As new researchers have been trained and it has become possible to attach them to the Departmental staff, research has been intensified in certain specific directions, due to the new researchers gathering round them groups specializing in certain sub-sectors. This division into research groups is not a formal organization but rather a spontaneous grouping round tutors and projects. We shall now turn to consider the lines of research which are currently represented.

Research Programmes

General analyses of educational systems

A longitudinal project entitled the Individual Statistical Project was launched at the Department about twenty years ago. Data were first collected in the spring of 1961 for all Swedes born on the 5th, 15th and 25th of any month in 1948. The data thus collected for about one-tenth of the annual cohort or some 12 000 individuals were then supplemented by an annual collection of data until 1969. In the spring term 1966, work began on a similar collection of data for pupils born on the 5th, 15th and 25th of any month in 1953. In both these random samples, about 90 per cent of the pupils in the first round of data collection were in grade 6, i.e. the final year preceding differentiation at the senior level of nine-year compulsory school.

The data collected on the first occasion covered the following points, among others.

(a) Schooling, e.g. grade, marks and standardized achievement tests.
(b) Parental occupations and education.
(c) Ability test results and answers to questions concerning attitudes to school, leisure interests and educational and vocational plans.

The data collected annually concerned current school conditions. Following the termination of these collections, data have continued to be taken from the SCB (Central Bureau of Statistics) Higher Education Register and other sources, and data collection is now in progress by means of a major questionnaire survey. Points of inquiry dealt with so far have included the following.

- Social recruitment for various educational alternatives at senior (elementary school) level, upper secondary level and post-secondary level.
- Social factors affecting the relationship between school achievement and intellectual aptitudes.
- Adult education recruitment among persons leaving school with a minimum of education.

Examples of current projects are given below.

Current projects
Equality and higher education (A. Svensson)
Social selection for upper secondary school (K. Härnqvist and A. Svensson)
Ability shifts in relation to educational and vocational focus (G. Balke-Aurell)
Long-term effects of education (K. Härnqvist, U. Christianson and A. Svensson)

Research into curricular theory

The main concern is to describe and explain the curriculum as a social document having various functions and bearing various relations to

teaching. The Department's research in this field is being conducted in association with researchers in Stockholm and Uppsala, and it entails the follow-up, analysis and theoretical support of the curricular work of the NBE. Comparisons are being made with corresponding developments in Finland.

Current project
Curricular theory (G. Svingby)

Change-oriented research

Every quest for new knowledge has the ultimate aim of bringing about a change of some kind, e.g. the implementation of the experience gained. The research focus described here does not differ from others in this respect. The features which distinguish this approach, and which justify a special heading, can be summarized under the following heads.

1. In an initial phase the researcher co-operates with the individual in the system he wishes to study, with the clearly declared purpose of achieving a lasting, non-trivial change in a particular direction.
2. The relationship between researcher and research subjects is a subject-to-subject relation.
3. The researcher is primarily responsible to the system and the persons he is studying. This entails specific demands on the content, design and dissemination of research.
4. Lasting change requires the persons within the system to be the vehicles of change. The researcher can play a supporting, but not a leading part in this process.

The above points define the first phase of change-oriented research. This is a prolonged process which can take years. The second phase ensues when everyday work has been changed in some respect to such an extent that a new tradition begins to crystallize. The researcher can then plan and delineate his research assignment in the accepted way. At this stage there are no differences of principle between the change-oriented approach and the traditional approach.

Current projects
Experiential learning and cognitive development (B. Sandgren)
Co-operation between pre-school education and elementary school (B. Sandgren)
Work procedures and working methods for understanding the practical implications of technical principles (L. Nilsson)

Learning and cognition

The INOM group (on learning and perception of the world at large) includes projects representing a common theoretical and methodological perspective. Its main distinctive characteristic is the description of

people's learning and thinking in terms of content. This research is aimed at studying images of significant aspects of the social, scientific and technical world at large, as in the following examples. How do students apprehend the scientific concepts, principles and methods which they are to learn? How do people apprehend the phenomenon of learning, and how do differences in this respect influence what people learn and how they learn it? How do people apprehend such phenomena as power, nuclear power, social welfare, our system of taxation etc.?

One basic assumption is that people's actions depend on their images concerning the workings of reality. Descriptions of people's images of the world at large are also of intrinsic interest, because they convey insight concerning the culturally and socially inherited ways of structuring reality which distinguish a society. This research work has the following distinguishing characteristics:

- The interview is the commonest method of data collection.
- The categories in which the outcome is described are not defined before the investigation is carried out; instead the description of them constitutes a research finding.

This work procedure is based on the conviction that by making people aware of the views which they (or others) represent, one can also improve their ability to change themselves and their situation.

Another research approach is based on the interaction of individual characteristics, teaching methods and learning results. The points of inquiry are of the kind: "Does the efficiency of a particular teaching method vary between pupils with different ability profiles?" This research approach, referred to in American terminology as Aptitude Treatment Interactions (ATI), unlike that described above, mainly employs advanced statistical methods. The main aspects of teaching methods which have been considered are connected with efforts to concretize teaching: how and with what effects on different types of pupil?

The group has also worked with problems of statistical method connected with ATI studies and methods of measuring and describing individual differences.

Current projects

Adult perception of the world at large (F. Marton)
Study proficiency in mechanics (L. Svensson)
Post-secondary studies and perception of the world at large (L.O. Dahlgren)
Studies of learning and cognition in adults (R. Säljö)
Impediments to a new school—An analysis of the conditions of teaching from the vantage points of teachers and pupils (C. Gustafsson)
Learning strategies and teaching methods (J-E. Gustafsson and B. Lindström)
Individual differences and learning/teaching (J-E. Gustafsson)

Content-related research

Content-related research focusses mainly on conceptual and cognitive formation in a subject or a subject sector. One of its main purposes is to chart the apprehension by pupils and teachers of fundamental concepts and the way in which those apprehensions are manifested in education. Activities are being pursued in three subject sectors.

In connection with empirical studies, a theory of subject methodology is being developed for mathematics and science subjects. The focus of interest here is on descriptions of pupils' perceptions of concepts and relations, derived from experiments in schools.

Concerning social subjects, a study is being made of the content of certain subject items as expressed in the curriculum and in teaching materials. This image of content is being related to content as perceived by teachers and pupils and also to the actual content of teaching.

In nursing education, a study is being made of the way in which concept and knowledge formation in nursing is translated into the content of nursing and welfare training. Both theoretical and practical training activities are being analysed in this connection. Studies are being made, for example, of school organization and of the teaching and evaluation process. An investigation is also being made of the way in which the demands posed by the training correspond to the demands of professional life.

Current projects

The concept of function in mathematics and science subjects (L. Lybeck)
The content of social subjects and consumer education in the Consumer Line of upper secondary school (G. Svingby)
Process analysis of basic nursing education (B. Johansson)
Study routes in phased (recurrent) nursing and welfare training (B. Johansson)

Adult education

A study is in progress of relations between the content of adult education of various kinds and the content of the experience gained by adult students in their roles at work, in the family and elsewhere in the community.

Central problem areas comprise the structure of the images of the world at large to which the experience of adult persons has given rise, and the relation between the descriptions of reality available inside and outside the education system respectively. The researchers are endeavouring to achieve a greater understanding of the *internal* frames in the form of images entertained by teachers and pupils concerning the content of teaching and learning inputs.

Current projects

The knowledge and experience of participants as a resource in adult education (C. Alexandersson, L.O. Dahlgren, S. Larsson and R. Säljö)
Experience, education and employment (P-O. Thång)

Sex differentiation and socialization

During the sixties and seventies, major projects were undertaken at the Department concerning youth culture, generation gaps and the socialization process in elementary school. In the last mentioned connection, studies were made of sex differentiation in elementary school.

Recently, work has been made to concentrate on practical experiments in the conditioning of sex role socialization and sex differentiation. Two assignments from the Equal Opportunities Committee will serve to illustrate this. One of them is concerned with sex quotas in child care occupations and with analysing the feasibility of recruiting men for these occupations. The other is an attempt to achieve a model school for the promotion of sexual equality at the junior and intermediate levels of elementary school.

Current projects

Men and women in child care. An analysis of sex quotas, vocational choice and job satisfaction (I. Wernersson and R. Lander)

Evaluation of an attempt to achieve a model school for the promotion of sexual equality at the junior and intermediate levels of elementary school (I. Wernersson and R. Lander)

Instruction concerning alcohol, drugs and tobacco (ANT)

Work on this subject is based on an analysis of the goals and content of the curriculum and the ANT supplement. Subsequent work has above all been aimed at a critical evaluation of current teaching methods and at the development and evaluation of new ones. The problem is to strike a balance between factual instruction and experiential learning. The work now in progress is aimed at analysing the role of group pressure.

Current projects

Classmates–alcohol–majority misunderstandings (U. Marklund)

The municipal struggle against abuse: a three-year information project in Gotland (U. Marklund)

Reporting

A series of monographs entitled "Göteborg Studies in Educational Sciences" is jointly published by the two departments of Education in the University of Gothenburg. By the end of 1980, thirty-five volumes had been published in these series, all of them except the first two being Ph.D. theses. The Department of Education also publishes two series of stencilled reports, one in Swedish and the other in English. Certain projects have published their own series of reports.

Linköping

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Tel.: 013–13 03 90 and 013–11 13 80
Professors: Eve Malmquist (since 1969), Ingvar Werdelin (since 1969)

General Presentation of the Department

The Institute of Education at the School of Education was established in 1968, while the Department of Education in the University was founded in 1971. The two Departments were amalgamated as part of the 1977 reform of university education.

The Department is now divided into three sections covering the following spheres: (1) Pedagogics as part of teacher education, (2) Pedagogics in the liberal arts and (3) Higher education and research.

About forty-five students have been admitted to research training, three of them in the Subject Theory Line and the remainder in the General Line.

The Department has a staff of about eighty, at present comprising two professors, twelve lecturers, twelve assistant teachers, plus researchers and administrative staff.

Director: Carl Holmberg
Director of studies: Rolf Holm (undergraduate studies in the liberal arts) and Alger Klasson (teacher education)
Head of research and research training: Ingvar Werdelin

Research Programmes

The research conducted in recent years can be grouped under the following headings.

1. Teacher education and INSET
2. Adult education
3. The general school system and higher education
4. Problems of particular school subjects
5. Basic and general problems of the behavioural sciences

A number of research projects, grouped in this way, will be presented in the following.

Research into teacher education and INSET

This used to be a central field of Departmental activities. Now that the projects concerning the evaluation of subject teacher education have been concluded, there remain above all two major INSET projects.

The Teacher INSET models project (scientific leader Harald Eklund, project leader Tommy Carlberg) is aimed at testing models of decentralized teacher education in which the teacher plays an active part.

Follow-up of headmaster training, with Mats Ekholm as scientific leader and Glenn Hultman as project leader, describes the outcome of experimental phases in the training of headmasters, describes forms of training and investigates their effects.

Research into adult education

Adult education has been the centre of attention ever since educational research began at the University and the School of Education in Linköping, and it is now a vital ingredient of Departmental activities, with a special training line for folk high school teachers and several research projects.

Two projects are concerned with popular education problems. These are Internationalization of popular education, with Ingvar Werdelin as scientific leader and Olle Kylhammar as project leader, and Cultural activities of folk high schools, with Thord Erasmie as scientific leader and Olle Kylhammar as project leader. In the former project, models for the integration of international aspects in popular education have been developed and tested and an investigation has been made of natural ways of integrating international elements with general subject matter. The latter project involves the development and testing of models for the integration of different folk high school activities and for the work of folk high schools as a cultural centre.

Another project closely connected with popular education is that entitled True goals and secondary goals of adult education (scientific leader Ingvar Werdelin, project leader Alger Klasson). This is an investigation of the way in which the educational goals of an organization like an adult education association or a trade union organization can be identified and the way in which they govern education, and it also includes efforts to develop a system for the continuous evaluation of educational activities.

One project is concerned with labour market training. This is Successive admissions to AMU centres. Ingvar Werdelin is scientific leader, and Per-Erik Ellström project leader. The project describes successive admissions to AMU and involves the conduct and evaluation of experimental activities aimed at the diagnosis and rectification of the problems which this entails.

Methodologically, this project comes within the sphere of organizational development. The same goes for three other projects: Company development in small and medium sized enterprises (the

Mjölby Project), Education, participation and innovation, and Development programmes for the personnel management function. The first of these three projects is headed by Thorvald Engvall, and the second by Lars Bäckström, while the third has Ingvar Werdelin as scientific leader and Jan Borgbrant as project leader. The aim of the Mjölby Project is to develop methods of analysing the need of small and medium sized firms for in-service and further training. The second project is a study of the effects of the education and participation process on innovative disposition, creativity and the climate of enterprise. The third project is aimed at developing a programme and a working model to achieve a development of the personnel management function among supervisory staff in the national administration and at creating an effective personnel administration within the national government service.

Other major adult education projects have been mainly concerned with the feasibility of establishing adult education. Linguistic competence and linguistic capacity among under-educated adults, led by Thord Erasmie, has involved a study of the linguistic proficiency of the under-educated in relation to the language encountered in study materials and teaching, and also a consideration of differences of educational background in relation to communicative opportunities in adult education. Educational and vocational orientation in adult education, with Harald Eklund as scientific leader and Håkan Hult as project leader, has included the development of models for these activities (SYO), the testing of models and a common SYO resource, and a description of the current working situation for SYO counsellors in adult education. The project entitled Evaluation of basic education for adults is aimed at the evaluation of methods and work procedures and is a follow-up study of previous participants. This project is headed by Håkan Hult. Communicative skills of adults, with Thord Erasmie as scientific leader and Håkan Hult as project leader, involves charting the basic education provided for adults, charting the communicative skills which society requires of adults, and investigating the numbers in need of basic education for adults.

The Portugal project, the largest project sponsored by the Department, has Thord Erasmie as project leader and Johan Norbeck in charge of work in Portugal. This project is concerned with building up adult education in Portugal in collaboration with national authorities there, and also with studying the feasibility of the build-up.

Research concerning the general school system and higher education

Inter-disciplinary project studies and increased pupil influence, a project having Ingvar Werdelin as scientific leader and Sigrid Eklund as project leader, is concerned with studying the feasibility and effects of inter-disciplinary project studies and greater student participation in upper secondary school. The project entitled School day nursery activities in

Sweden in 1979 is being undertaken conjointly with another department. Karl Henrik Eriksson and Lars Lönnqvist are scientific leader and project leader respectively for the pedagogical part of this project, which is concerned with the organization, working methods and pupil recruitment of school day nurseries, with particular emphasis on working routines and ostracization tendencies in society.

Research into problems specific to individual school subjects

This is another field in which Linköping has previously undertaken major projects but now only has a small number of projects underway. The project Laborative handicraft with Karl Henrik Eriksson as scientific leader and Kristina Malmberg as project leader, is concerned with the investigation and analysis of handicraft work procedures with various proportions of laborative elements and also with an inquiry as to the effects of these work procedures on pupil development in terms of knowledge, skills and attitudes. Functional reading proficiency in students taking two-year vocational lines of upper secondary school is a project having Eve Malmquist as scientific leader and Ulla-Britt Persson as project leader. This project is a study of the reading and writing ability of students in vocational lines of upper secondary school in relation to demands made on them during their education and in working life.

Research into basic and general problems

Several projects, most of them connected with Ph.D. theses, can be included in this group. Language development in bilingual children, with Ingvar Werdelin as scientific leader and Lenore Arnberg as project leader, is a study of the very first stage of linguistic development (from nine months to two years) among children in bilingual families. The patient training project, with Ulla Riis as scientific leader and Ann Göransson as project leader, has resulted in the development of a problem-oriented, participant-controlled model for the training of young patients (age 9—13) and has included a study of the effects of this model. Studies of innovation processes, with Mats Ekholm as scientific leader and Björn Sandström as project leader, has for some time involved a study of everyday school life aimed at improving our knowledge of the way in which the organization absorbs or rejects attempts at change.

Like most other institutions of its kind, the Linköping Department has mainly been engaged in research commissioned by the NBE. Work done by professors and lecturers in the course of their duties has also played an important part, as have Ph.D. theses. In addition the Department has been engaged on a relatively unconventional and broad range of assignments. Clients in this connection have included the Municipality of Linköping, the National Tax Board, the National Civil Aviation Administration and the National Prison and Probation Administration.

Reporting

The Department publishes its research findings in its own series of reports, in Swedish or English. Ph.D. theses from the Department are published in the series entitled "Linköping Studies in Education".

28

Lund

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Professor: Göte Klingberg (since 1978)

General Presentation of the Department

The Department of Education in Lund was established in 1956. There are at present some 400 students taking basic education courses, while about 60 are registered as research students.

The Department has a staff of 35. Its research appointments comprise one professorial chair, one assistant professorship and two research assistantships.
Director: Daniel Kallós
Director of studies: Essie Kjällquist

Research Programmes

Teaching methods

Here as in all departments of education, an important sector of research is concerned with teaching methods. One project is concerned with Distance teaching for adults (Rune Flinck, John A. Bååth, Agneta Wångdahl). Whereas research into correspondence education has so far mainly been concerned with the study of pupils and background data, dropouts etc., and not so much with methods, studies under this project are being made to concentrate on methods, viz two-way communication between pupil and teacher. Research work is proceeding in collaboration with the European Home Study Council. A questionnaire study of correspondence pupils at national schools for adults (Agneta Wångdahl) has been carried out in order to furnish documentation on which to base policy decisions concerning the future function of these schools.

Another project concerning teaching methods is an investigation of the relative importance of various factors for learning by school pupils

(Horst Löfgren). Use is primarily being made of data already collected in other projects, and efforts are being made to see whether differences of effect which have been established between different method groups can be attributed to anything besides the actual methods, e.g. to the pupils belonging to different classes. Styles of teaching and pupils' progress (Horst Löfgren) is an investigation of the way in which teachers plan, conduct and evaluate their teaching, together with an attempt to relate the various styles of teaching to effects such as pupils' progress. A project concerning Scientifically based reading instruction (Hans Åkerblom) is aimed at creating reliable instruments for assessing pupils' reading maturity when they start school.

Tutorship in the learning of psychomotor skills in physiotherapy is a project undertaken jointly with the Department for the Theory and Practice of Physiotherapy (SSGI). This project (Mona Eriksson, Horst Löfgren and Ulrich Moritz, SSGI) sets out to analyse the tasks of the tutor in situations involving a patient, a small group of trainee physiotherapists and a tutor. One difficult area which is being studied is the feedback connected with psychomotor tasks.

Immigrant research

Immigrant research is a long-established field of inquiry in the Department. Models for the bilingual instruction of immigrant children (Horst Löfgren, Pirjo Ouvinen-Birgerstam, Eva Wigforss) are being dealt with in a project aimed at making immigrant children functionally bilingual. Efforts have been made to develop and evaluate a suitable teaching model for an objective of this kind. Activities are divided into bilingual pre-school activities and bilingual teaching at the junior level of elementary school. Between 1972 and 1979, four groups of Finnish children were followed by means of Finnish and Swedish language tests, ability tests, teacher observations, and parental interviews. Parallel to these activities, a project was launched concerning Models for the instruction of immigrant parents. A study has been made of the parents of the children who took part in the above mentioned project, the aim being to promote the adjustment of the immigrant family to Swedish society by encouraging and enabling immigrant parents to take part in various activities in the form of study circles during their leisure hours. A project concerning The social relations of Finnish pupils in Swedish school classes (Per Lundberg) describes the development in grade 4 of the classmate contacts of two groups of Finnish immigrant children integrated in the Swedish school community at different junctures. One group has attended Swedish classes throughout its school career, while the other attended Finnish-speaking junior level classes in Sweden. A project started recently concerns Identity development in immigrant children (Horst Löfgren, Pirjo Ouvinen-Birgerstam). Empirical studies are to be undertaken with the aim of investigating how children of immigrants experience their identity and what conditions at home and in

school can respectively obstruct and support a positive identity development.

Psychotherapy and the occupational environment

Two projects are referable to the field of psychotherapy and the occupational environment. Psychotherapy in practice (Sven-Åke Lennung) is thus aimed at describing the way in which psychotherapy is practised in Sweden today, together with the arrangements and conditions attaching to various forms of therapy. This project is also aimed at creating new categories for the description of different forms of therapy, since the contradictory results presented by research are in all probability attributable to the terminological and conceptual confusion existing in this field. An occupational environment project is aimed at charting and reshaping The psychological working environment in a hospital (Sven-Åke Lennung, Mats Eppler, Bo Nelander). In this project a study is being made of the extent to which the appointments investigated are capable of affording their occupants job satisfaction, the psychosocial effects of existing forms of co-operation and the changes which should be made to jobs and forms of co-operation in order to enhance the job satisfaction.

Historical research

Recently there has been a trend in favour of historical research at the Department. Exploratory work in The history of English teaching in Sweden (Ingar Bratt) involves among other things an inentory of all English teaching materials printed in Sweden between 1850 and 1905. By analysing these materials it will be possible to study the methodological development which resulted at the end of the nineteenth century in a fierce controversy between direct method enthusiasts and the advocates of the conventional grammar and translation method. Another historical undertaking is concerned with Education policy in the political and trade union organizations of the labour movement during the twentieth century (Daniel Kallós, Mats Andersson). An investigation of The history of educational principles (Beate Lundbergh) is based on a study of educational writings addressed to Swedish parents during the late nineteenth and early twentieth centuries.

There are also a number of studies of Education in the family, institutions and organizations (Eva-Mari Köhler and associates) which are of partly historical interest. These include investigations of the importance of the family for the socialization and education of children during the period between 1800 and 1980 (Christina Angerin), children's attitudes to the family (Mario Salazar), parental education in a historical perspective (Birgitta Tornberg), the material and other conditions of pre-school institutions (Britten Ekstrand), forms of child care and educational ideology (Åke Berg), activities organized by the mass movements for children (Margareta Herslow), the function of junior

level in a historical perspective (Gunilla Frederiksen, Monica Wingqvist), and education within organizations (Mats Eriksson).

Child culture

Educational research into child culture is a new field of research for the Department. Inquires have included an investigation (Göte Klingberg) of Children's novels depicting preternatural or supernatural phenomena. The problem is whether these novels alienate young readers from reality or whether they have the same possibilities as a "photographic" depiction of reality of conveying messages about people and the world we live in, or perhaps even special possibilities of doing so. The international distribution of children's books via translation (Göte Klingberg) is also essentially concerned with an educational problem. The question is how one can balance two educational aspirations which are liable to be contradictory, namely allowance for readers' limited knowledge of an alien culture (which leads to alterations in the process of translation), and the aim of broadening their international conceptual world (which leads to faithful translation of the original work). A conceptual-analytical study is carried out concerning the adaptation concept (the allowance made in a text etc. produced for a special group of recipients for the knowledge which the recipients are known or presumed to possess; Göte Klingberg).

Research about research

A project concerning Action research in reality (Sven-Åke Lenning) can be classed as research about research.

Further details on the research programme can be found in the publication "Current Research" (issued as Pedagogiska uppsatser 1, 1980; in Swedish).

Reporting

Four stencilled series of reports are currently being published by the Department.
"Pedagogiska rapporter" (in Swedish)
"Pedagogiska uppsatser" (in Swedish)
"Pedagogical Reports"
"Pedagogical Bulletin"

A printed series of research monographs, "Studia psychologica et paedagogica", is published in association with two other departments.

Malmö

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Professors: Åke Bjerstedt (since 1962), Ebbe Lindell (since 1973)

General Presentation of the Department

The Malmö School of Education was the second to be founded in Sweden, and an educational research department has existed here since 1962. The 1977 reform of higher education in Sweden made the School of Education part of the University of Lund.

Like most similar institutions, the Department at Malmö has a small basic research organization; in addition to its two professors, the Department has a research coordinator and a resource allocation for departmental assistants. Project researchers engaged on a short-term basis (project leaders, researchers and assistants or experts) normally constitute a far bigger group. The total staff (researchers, teachers, adminstrative personnel) amount to about ninety.

About eighty persons are currently pursuing postgraduate research studies in the Department, which can draw on the services of quite a large group of scientific leaders (i.e. researchers with a minimum qualification of "docent"), viz: Bernhard Bierschenk, Åke Bjerstedt, Lars Henric Ekstrand, Barbro Eneskär, Lennart Fredriksson, Kurt Gestrelius, Pekka Idman, Elisabeth Jernryd, Ebbe Lindell, Carin Lindsten, Olof Magne, Kerstin Nordén, Lars Sjödahl and Lennart Wiechel.

Research Programmes

Current R&D projects in the Department can be grouped roughly into five main categories: subject matter research, teacher and personnel research, pupil research, environmental and organizational research, and research into research and research information. The researchers usually collaborate in informal research groups, and a group of this kind

will often concentrate mainly on one of the five sectors, but research groups and project categories are not coterminous.

Subject matter research

Research in this sector is aimed among other things at studying pedagogical questions, particularly those relating to teaching methods, in individual school subjects or other specific fields of knowledge. This research focus has for a long time been well represented within the Department, and it has sometimes entailed close cooperation with the subject method departments of the School of Education. Ebbe Lindell and his associates are among those who have taken an active interest in this type of research, especially with regard to language teaching.

Ebbe Lindell is currently engaged on an inventory and synthesis of the fairly comprehensive research and development work undertaken in Sweden during the 1970s with reference to Swedish in schools, "Swedish 70". Barbro Eneskär is carrying out longitudinal studies of certain language skills among children, "On children's language", the purpose of which is threefold: to describe the language skills of children at different ages (4, 6, 8 and 10 years), to study connections between different types of language skill (pronunciation, vocabulary, sentence structure etc.), and to elucidate connections between language skills and certain background and conditioning factors (socio-economic conditions, linguistic stimulus etc.). It is hoped that this comprehensive exploration will better enable us to understand, prevent and rectify language difficulties among children.

The Department has previously undertaken research into the teaching of Swedish at the intermediate level of elementary school and in upper secondary schools. The project "Senior level written work" (Åke Pettersson, Eva Stiernholm) bridges the gap between the previous projects by concentrating on the intermediate ages. This project also ties in with the Department's tradition of teaching material development, in that it includes the preparation of two clearly distinct programmes of writing practice, followed by a comparison of their effects in various terms.

In previous years the Department has also carried out a considerable amount of research into mathematics teaching (work by Ingrid Holmberg, Inger Larsson, Olof Magne and Ingvar Werdelin). Olof Magne is continuing his studies of the cognitive processes of pupils with special difficulties in mathematics. Leif Hellström is conducting a project on mathematics teaching methods, one purpose of which has also been to suggest more efficient ways of disseminating the knowledge and experience already existing today concerning children's development and their learning of mathematics.

Other current research projects focussing on particular fields of knowledge include, for example, studies of forms of "tobacco education" and "health care" (Annelis Jönsson).

Teacher and personnel research

It is natural for a teacher training establishment to devote some of its research to the conditions of teacher education and also to the role of the teacher trainer (Bertil Gran, Kurt Gestrelius et al). Projects focussing on role analysis and role training have occupied a central position in some of this work. In keeping with this tradition, research work has recently been carried out concerning trainer roles in labour market training (Lennart Fredriksson).

Another line of research has been represented by Bernhard Bierschenk, who has endeavoured, partly with the aid of video technique experiments, to augment our knowledge of processes of perception and interaction in teaching situations. One of the main points of inquiry in these studies has been whether it is possible with the aid of simulated problem situations to create instruments for testing and developing reactive dispositions on the part of the prospective teacher which may be particularly important for fruitful interaction in the classroom.

Pupil research: supradisciplinary goals of the school system

For many years now, the Department has taken considerable interest in charting attitudes, skills and behavioural dispositions among pupils which are relevant to the supradisciplinary goals of the school system, and in studying, by various means, the possibilities which schools have of pursuing goals of this kind. This group of projects, mainly conducted by Åke Bjerstedt and his associates, has included projects concerning creativity in school, social training and development in school, student democracy, and attitudes towards equality. Within the equality project sphere, for example, Lena-Pia Lindholm and Lennart Wiechel have studied sex roles and Bereket Yebio has studied the possibilities of schools developing global perspectives.

Work now in progress in this field includes Åke Bjerstedt's project "Preparedness for the future as an educational goal". In this project, pupils' ideas concerning the future are being studied and viewpoints are being collected from various groups of school observers concerning steps which schools could take in order to prepare pupils more efficiently to cope with and shape an uncertain future. This project also includes various studies of ways in which schools treat and can treat questions relating to the future. As an end product, it is hoped that the project will lead to the compilation of manuals or catalogues of ideas for teachers and teacher trainers.

Other examples of work relating to this project sphere include Pekka Idman's project on "Children and television" and Ebbe Lindell's work on the subject of "Entertainment violence–teenage violence".

Pupil research: pupils with special difficulties

Pupil research can also be said to include projects concerning groups of pupils in special need of support or stimulus.

Kerstin Nordén has for a long time been engaged in research concerning the problems of deaf pupils. Studies, partly based on video recordings, have dealt with the learning processes and personal development of deaf children, and a comprehensive project is underway concerning the integration of deaf children and children with grave hearing impairments with ordinary classes.

Immigrant pupils can be another group with special difficulties. Lars Henric Ekstrand has taken a special interest in the situation of these pupils, and he is now working on research digests in this field and on preparations for the development of inter-cultural ("culture fair") diagnostic instruments. Among other things, Ekstrand has been struck by the fact that the research information so frequently referred to in this field partly consists of groundless myths, and he stresses the need for a critical analysis of the tenability of current ideas concerning, for example, periods of optimum language learning or the effect of monolingual and bilingual surroundings of different kinds.

Environmental and organizational research

The Department has been engaged on a succession of research assignments concerned with the question of school organization. In many cases research has focussed on problems relating to cooperation between different groups—between teachers at different levels, between schools and homes or between schools and working life. These include, for example, the project "Pre-school—primary school in co-operation" (Birgitta Gran).

Another current project in this field is "Schools—homes—leisure", headed by Bertil Gran. The purpose of this project is to develop and test forms of wider cooperation between schools, homes, social authorities, municipal leisure amenities and voluntary organizations in the community with a view to achieving a greater assumption of responsibility for the pupils' total situation in connection with an integrated school day. Like many other projects in this sector, "Schools—homes—leisure" involves close collaboration with local experimental and development work, especially in the Municipality of Malmö.

Other projects in progress are concerned with multi-purpose preschool institutions and leisure centres (Barbro Hedlund) and partnership between schools and working life (Börje Lindblom).

Research into research and research information

The Department has in various ways taken an interest in the problems of the research process and information dissemination. For example,

Bernhard Bierschenk has studied the viewpoints of researchers in the behavioural sciences via interviews and has worked on various problems connected with computer-based systems for the dissemination of information of interest to the education sector.

Reporting

The Department has endeavoured to construct a reporting system in which different series of reports are addressed to different target groups. Altogether the Department publishes nine series of reports in stencilled or offset editions, two series of books and two minor journals. Åke Bjerstedt is the editor in chief for these publications.

Some information takes the form of more exhaustive reports to clients and fellow researchers. Reports of this kind are published, for example, in the series "Pedagogisk-psykologiska problem", about 385 issues of which have appeared to date. A German series and two English series, "Didakometry" and "Educational and Psychological Interactions", are addressed to an international readership. Research monographs, especially Ph. D. theses, are published in the book series entitled "Studia psychologica et paedagogica", which is issued in association with two departments in Lund.

In addition the Department has aimed at communicating with a somewhat wider readership of teachers, trainee teachers and teacher trainers. To this end it began, as early as 1963, to publish a series of books for information and discussion, entitled "Pedagogisk orientering och debatt". The Department also publishes a small journal entitled "Utbildning och utveckling" (Education and development) and a series of reports presenting experimental versions of teaching materials etc., "Pedagogiska hjälpmedel". Many of the issues in the series called "Särtryck och småtryck" (Reprints and miniprints) are also addressed to a wider audience and contain short digests of results obtained. About 400 issues of this series have now appeared.

"Testkonstruktion och testdata" (for testing manuals etc.) and "Pedagogisk dokumentation" are series of a more specialized nature. The latter includes, for example, bibliographical material, such as annual lists of the publications of educational research departments in Sweden.

References

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Malmö educational reports 1969–1979: Mini-notes. *Reprints and Miniprints*, Nos. 85, 110, 117, 124, 172, 184, 195, 224, 245, 309 and 371. [In English.]

Stockholm (1)

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General Presentation of the Department

When the Riksdag passed a resolution of principle in 1950 concerning the development of the school system, teacher education was also affected. Among other things the resolution provided that the new system of teacher education was to devote more attention to pedagogics and psychology and that it was to be scientifically based. Four years later the Riksdag resolved on the foundation in Stockholm of the country's first school of education, with effect from the academic year 1956/57. Thus by the time of the reform of higher education in Sweden, the School of Education and its Department of Educational Research could look back on twenty years' activity. In the 1977 reform most schools of education were made part of nearby universities. In Stockholm, however, an independent organization was kept under the name of "Högskolan för lärarutbildning i Stockholm" (Stockholm Institute of Education).

The first Professor of Education at the School of Education was Torsten Husén. He and his associates soon took the initiative in mounting a large number of studies in the education sector. It was also at this time that national authorities, Government Commissions and organizations began to take an interest in educational research. As a result, commissioned research, organized into various projects, came to bulk large in the Department's activities. Torsten Husén is now Professor of International Education at the University of Stockholm.

The Department soon became involved in evaluation questions and was commissioned to take part in the scientific processing of results obtained from experimentation with a nine-year comprehensive elementary school. A concrete example of this research is provided by work on the construction and development of standardized achievement tests. A great deal of work was put into syllabus planning in connection with the 1957 Schools Committee and on various other occasions. Surveys were

carried out to investigate the knowledge and skills demanded by vocational education, upper secondary schooling and working life.

The Department's activities have been variegated from the very outset, covering a multiplicity of educational levels. This will be made more apparent by the following description of the research groups now active in the Department.

Research Programmes

Research group for studies of developmental processes and education

Many problems of educational research have to be studied by following pupils' development for a number—sometimes a large number—of years. Problems demanding longitudinal methods of this kind include those relating to the physical and intellectual development and maturity of children and young persons. A great deal of the evaluation of educational reforms aimed ultimately at changing the conditions in which individuals have to develop must be undertaken by studying individual development in various respects. Documentation on which to base further reforms can be gradually compiled by collecting and analysing information concerning the experiences of different generations during and after their schooling.

This approach is a long-established tradition within the Department. A previous example is the follow-up of an entire year of Malmö pupils which began as long ago as 1938 and is still being used. (Cf. also Stockholm 3, below.)

Another example of the longitudinal approach is the Västmanland Survey, whose overriding purpose has been to study routes through the education system and the attainment of educational and occupational targets with reference to various background factors. Reports from the project have included a Ph.D. thesis presented in 1976 and entitled "Socio-economic differentiation in elementary school". The individualized follow-up is continuing within the framework of the project "Studies and vocational choices ten years after completion of elementary schooling". Certain analyses are also being undertaken on behalf of the Upper Secondary Schools Commission. Another example of a project within the research group is provided by a development study in which the principal aim has been to study physical and intellectual development during puberty. To this end, data have mostly been collected by following twins and their classmates from grade 3 to grade 9 inclusive. Some of the results of the project were presented in two Ph.D. theses in 1979. One of these was entitled "Heredity-environment influences on growth and development during adolescence", and the other "Physical and mental development in Swedish urban schoolchildren".

In a new follow-up survey entitled Evaluation through the follow-up

39

of pupils, longitudinal studies are now being made of several annual cohorts in a sequential design.

Scientific leader: Bengt-Olov Ljung.

The child psychology research group

Unlike other departments of educational research, the Stockholm Department has a chair in developmental psychology with particular emphasis on the psychology and pedagogics of pre-school and adjoining ages. The specification of duties makes the general focus of the research group quite clear.

> "Activities in this connection are to focus on development-psychological research. Particular attention is to be paid to psychological, educational and social problems during the pre-school years and adjoining ages. These studies are to include aspects of individual development and adjustment and also didactic-methodological questions and studies of relationships between environment and development, and between development at different ages, and also problems of research method in the research field in question."

On the basis of this description, the research group conducts studies concerning the environment which the child grows up in. This can mean various types of child supervision and child care, the educational environment of pre-school institutions and schools, the child's play environment or the child and the traffic environment. This research can be characterized as ecologically oriented developmental research, which means that special attention is paid to the study of the child's/pupil's development in the natural living environment and to the interaction between individual variables and various environmental variables. Greater knowledge of the development process—of the way in which environmental factors influence the individual, but also of the way in which the individual helps to shape the environment—is also needed when evaluating a particular educational environment or programme. The outcome is a product both of an educational process and of a developmental process, and a knowledge of both is necessary in order to explain and interpret the result of the evaluation properly.

Scientific leader: Bengt-Erik Andersson

Research group for curricular theory and cultural reproduction

This research group operates with a common frame of reference which among other things entails the development of a conceptual apparatus and of empirical models with which to study the way in which the economic, social and cultural structure of society influences curricular design and the material conditions of education among other things, and the way in which these conditions restrict and steer educational processes. One of the main principles of the group's work is to tie in with

empirical curricular research, so as to focus its work on describing and explaining the way in which teaching and learning are designed on the basis of various curricular alternatives and within various organizational frames.

The group is empirically studying a number of specific problem areas, each of which is intended to contribute towards the gradual further development of the theoretical frame of reference. These studies can to some extent complement one another by elucidating the workings of school and education at various "levels"—in society, in the local community, in the classroom and from the viewpoint of individual teachers and pupils.

At present the group has a number of research projects relating to the following problem areas, among others.

- Problems connected with the structural transformation of the school system of a nation (Portugal)
- The immediate environment and teachers' working situation
- Efforts to reform teacher education
- The teaching of drawing and music
- Factors in the teaching process influencing the pupil's image of his own competence in relation to education and employment
- Children's views concerning work and the division of labour
- Education and working life

Scientific leader: Ulf P. Lundgren

The adult education and recurrent education research group

An adult education research group came into being at an early stage in the Department's history. The common denominator of this group's work is an effort to elucidate adult education with reference to systems of recurrent education.

Sweden has invested heavily in adult education over the past ten years. To begin with, Swedish researchers took an interest in recruitment problems, one of the aims of the adult education drive having been to recruit the under-educated. In the recruitment and dropout studies carried out by the group, interest has naturally come to focus on the teaching situation and the factors by which that situation is regulated and restricted.

It is against this background that the group is endeavouring in a special project to elucidate among other things the connection between student dropouts and the teaching process in adult education. Another project is concerned with the possibilities of adapting higher education amenities and organization to new student categories in a system of recurrent education.

Many questions which this project area sets out to answer are of such a kind as to require an ongoing dialogue with various recipients. This can be naturally arranged within the framework of the Adult Education Seminar which has been active since the end of the 1950s.

Scientific leader: Kjell Rubenson

Sport education research group

Questions concerning the interest taken by young persons in physical activity have been receiving attention at the Department for a considerable period. To begin with, the main emphasis of research was on physical education in schools. As this work progressed it became increasingly important to widen the problem area to include young persons' leisure.

Interest has come to focus more and more on conditioning factors in society which have a bearing on the "sporting behaviour" of the individual. Two major projects are now in progress within this research area: a follow-up study of about 2 000 young persons aged between 15 and 25 and a survey of exercise habits among men and women aged between 14 and 64.

Psychological training and preparation for training sessions and matches or competitions is another of the fields covered by the research group. The main intention is to carry out inventories and tests of the use of various techniques (e.g. autogenic training).

The inventory and synthesis of behavioural-scientific research into sporting behaviour is also an important sector of activity. One of the main purposes of this work is to provide documentation on which to base theories and investigatory models which can be fruitful in further studies. "The Sports Education Seminar" also plays an important part in this connection, one of its purposes being to provide researchers and other interested parties in the community with regular opportunities of discussing common problems and coming up with new research ideas.

Scientific leader: Lars-Magnus Engström

Reporting

At present two main series of reports (one in Swedish and the other in English) are being published together with a monograph series "Studies in Education and Psychology".

42

Stockholm (2)

Department of Education
University of Stockholm
S–106 91 STOCKHOLM
Visitors: Universitetsvägen 10 F, Frescati
Tel. 08–15 01 60
Professor: Arne Trankell (since 1957, at present on half-time leave).
Acting Professor: Åke W. Edfeldt

General Presentation of the Department

History in brief

The Department of Education in the University of Stockholm may be said to have come into being in 1953, when Torsten Husén was appointed Professor. Following Husén's appointment to a professorial chair at the School of Education three years later, Arne Trankell was appointed to the permanent professorial chair in 1957. Since 1969 Trankell has been on partial or full-time leave in order to engage in research. Åke W. Edfeldt has acted as head of subject since 1972.

The Department's research during the 1950s can be described as principally comprising psychological school research, with elements of educational history, comparative education and didactics. The 1960s saw a broadening of the Department's research fields, with research in occupational psychology, social-analytical research and theoretical research being added to the traditional educational fields. Research in occupational psychology continued to grow until the mid-1970s, when it rapidly diminished following the transfer of post-graduate psychologist training to the Department of Applied Psychology. Developments in recent years have included a revival of traditional educational research within the Department, at the same time as various lines of research established during the vigorous expansion of the late 1960s and early 1970s still remain.

The research conducted at the Department is a fairly accurate reflection of the measures taken by society on behalf of research. University personnel resources were stepped up in the late 1960s and early 1970s, and research was among the beneficiaries of this growth. External research grants continued to increase until the mid-1970s but have been declining since then. The Department's research today naturally reflects the growing financial crisis of research generally. Owing to a shortage of funds for qualified supervisors, research appointments, research grants

and basic departmental resources, the future for research cannot be considered exceedingly bright. In this respect we are in the same position as other research institutions, but as on so many previous occasions, the initiatives of individual researchers affiliated to the Department appear to be opening the way towards further developments.—The Department has now about 150 research students.

Staff

Staff resources for research and research training: two professors, one assistant professor, three research assistants and one personal research assistant appointment. About ten persons hold appointments with research grants.
Director: Staffan Abeleen (general questions, appointments and postgraduate questions Åke W. Edfeldt)
Director of studies: Staffan Abeleen, Per-Johan Ödman and Birgitta Qvarsell
Research coordinator: Sten Rönnberg (part time)

Research Programmes

More than a hundred different research projects are in progress at the Department. Most of these projects can be grouped within a number of broad spheres of interest which are sometimes linked via seminars and joint tutorship. The following is a selection of current projects and areas of interest.

A number of projects are in progress concerning *problems affecting infants*. Ulf Janson is studying the problems of infants with vision impairments, and Wendela Lundh is studying the effects of treatment during the first hours following birth.

Many research students at the Department are working on educational problems concerning *pre-school children*. Of the tutors, Birgitta Qvarsell and Ola Nordlund have taken a particularly close interest in such problems. Birgitta Qvarsell is in charge of the activities of the development psychology seminar, while Ola Nordlund is engaged in studies concerning the application of experimental behavioural analysis and social learning theory. A special project headed by Åke W. Edfeldt is concerned with educational violence and child battering.

Quite a few researchers are also dealing with educational problems in *elementary schools*. Together with research students, Åke W. Edfeldt is conducting a research project into the basic problems of the reading process. Birgitta Qvarsell is investigating methods for increasing the language-productive development of children at the junior and intermediate levels of elementary school.

A large part of the Department's research is concerned with *problems of adult education*. Ulla Sjöström is working on a survey of the inten-

tions underlying the forms of instruction and examination at the Örebro School of Social Work and Public Administration. Bertil Sundin is continuing a project concerning music in the training of junior school teachers.

Charles Westin and Anders Lange are among the researcher studying *immigrant problems.*

Educational problems connected with *medical care, social welfare and criminal welfare* are also central features of the Department's current research activities. Karin Gyllensköld is engaged on investigations concerning cancer of the breast and terminal care, while Sten Rönnberg is investigating smoking and suitable methods of caring for persons with drinking problems.

Problems of *society* have by tradition attracted a great deal of interest within the Department. Arne Trankell is continuing work of this kind together with a research group on problems of witness psychology. Åke W. Edfeldt, also collaborating with research students, is investigating the effects of television violence and is also engaged in an investigation concerning the measurement of social information. Arvid Löfberg is carrying out studies of educational aspects of people's dwelling and working environments. Several Government Commissions are in touch with the Department concerning matters of evaluation.

The educational problems of *working life* have come to occupy an increasingly prominent position in the Department's research. Cooperation with interested parties outside the University is steadily developing. Lennart Brunander is in charge of intensive seminar activities concerning research into working life.

There are, however, various research projects now in progress which it is extremely difficult to relate to general fields interesting a large number of researchers and research students. Per-Johan Ödman is engaged in investigations which are above all referable to the history of education. Stig Lindholm is mainly concerned with problems of theory of science and research method. Arne Trankell is working on the development of his methodology of social research (emphasizing "understanding") and Ingemar Fägerlind is conducting investigations relating to comparative education.

Reporting

At present the Department issues two general series of reports (one in English and one in Swedish). Several research groups issue independent series of reports.

Stockholm (3)

Institute of International Education
University of Stockholm
S–106 91 STOCKHOLM
Visitors: Universitetsvägen 10 F, Frescati
Tel. 08–15 01 60
Professor: Torsten Husén (since 1971)

General Presentation of the Department

The Department's activities focus on research into international problems in the education sector. There are two principal lines of inquiry: evaluation problems and Third World problems. The Secretariat of the IEA survey, an international evaluation project, is located in the Department, and the Department also administers the international data bank which has been set up in connection with the IEA inquiries. In addition to its contacts with IEA, the Department has established scientific co-operation with a number of international agencies such as the Swedish International Development Authority (SIDA), UNESCO, the OECD and the World Bank.

Staff

Director and Scientific Leader: Professor Torsten Husén
Scientific associates: Marcela Ballara, Vinayagum Chinapah, Holger Daun, John de Bresser, Wendy Duncan, Ingemar Fägerlind, Alexander Gorham, Charles Gumo, Ros Mari Hartman, Zenia Hellström, Görel Husén-Strömqvist, Åke Isling, Ulla Kann, Robert Liljefors, Jan-Ingvar Löfstedt, Sixten Marklund, Mauno Mbamba, Ingrid Munck, Richard Noonan
Secretariat: Birgitta Horn, Shirley Isgaard

Research Programmes

The IEA project

IEA has previously investigated school students' knowledge of mathematics, science subjects, reading comprehension, literature, English and French as foreign languages, and civics. The purpose of these investigations has been to study and if possible to explain

differences of attitude and achievement level between pupils, schools and countries. The international findings have been reported in English in the series entitled "International Studies in Evaluation" (Almqvist & Wiksell, 1973–1976). The Swedish findings have been published in the series "Svensk skola i internationell belysning" (Almqvist & Wiksell, 1973 and 1975) and in the NBE R&D series, Nos. 19, 22 and 24. Separate studies are published continuously in the series entitled "IEA Monograph Studies".

The following countries are taking part in the mathematics survey which is now in progress: Australia, Belgium, Canada, Chile, England, Finland, France, Hong Kong, Hungary, India, Indonesia, Ireland, Israel, Italy, the Ivory Coast, Japan, Luxembourg, the Netherlands, New Zealand, Nigeria, Scotland, South Korea, Spain, Sweden, Thailand and the U.S.A. The field survey in Sweden took place during the spring term 1980, and data processing will be carried out during the school year 1980–81. A similar mathematics survey having been carried out in 1964, it will also be possible to study changes in knowledge and motivation over a period of fifteen years.

The Malmö project

In 1938 a very comprehensive corpus of data was collected concerning the children then in grade 3 of schools in the City of Malmö. The original material has been supplemented on many occasions since then, and a new follow-up survey was started in 1979. The overriding purpose of the survey now in progress is to study the connections between social background variables, educational variables and occupational careers within and between generations with the aid of longitudinal data for three generations.

Women and employment: a comparative study

The purpose of this study is to investigate the supply of and demand for female labour in Sweden and the United States during the post-war era. Social factors (e.g. cyclic fluctuations) and individual factors (e.g. education and family circumstances) are being studied, together with their impact on supply and demand, so that a theory can be developed concerning women and employment.

Chinese education

This project, which is being financed by SAREC (the Swedish Agency for Research Co-operation with Developing Countries) and began in 1977, is aimed at describing and analysing variations and changes of education policy in the People's Republic of China since 1949.

Education in a free Namibia

The purpose of this project is to chart the educational needs of a free Namibia. The present economic and demographic structure is being taken into consideration, but so too are SWAPO's ideology and future developments following liberation.

Education and development in Kenya Massailand

With reference to historical developments during the colonial period, an investigation is being made of factors influencing the educational situation in Kenya Maasailand, an area populated by nomads.

Educational reforms in Sweden 1950–1975: goals, instruments and results

The purpose of this project is to describe and analyse educational reforms in Sweden between 1950 and 1975, above all the introduction of the comprehensive elementary school. The reform process will be evaluated with special reference to the strategy and mechanisms associated with the introduction of the comprehensive elementary school.

The emergence of a democratic school

The process of educational reform during the nineteenth and twentieth centuries which led up to the comprehensive elementary school is being described and analysed in order to explain why and how educational reforms came into being.

Career development in Botswana

The career development process among secondary school pupils is being investigated on the basis of data material collected in Botswana in 1974, 1976 and 1979. Psychological, sociological and economic theories are being used to elucidate this process.

Mauritius – evaluation of elementary schooling

The purpose of this project is to evaluate the knowledge possessed by elementary school pupils, with particular emphasis on equality and efficiency. A comprehensive corpus of data material is to be collected, including information concerning pupils, teachers and schools.

Literacy campaigns in Guinea-Bissau and Mozambique

The literacy campaigns in Guinea-Bissau and Mozambique are to be investigated and evaluated as part of their further development.

Evaluation of the aid programme of the Swedish free churches in Bangladesh

This project, which is being undertaken on behalf of SIDA and began in 1980, is aimed at evaluating the aid programme which Swedish Free Church Aid has been sponsoring in Bangladesh since 1973 and which includes school building projects, teacher education and rural development in the Mymensingh region.

Evaluation of the Swedish mission schools in Zaire

The purpose of this study is to evaluate the aid programme of the Swedish free churches in Zaire (mostly in cases where SIDA has provided economic assistance) against the background of education policy and education strategies, and also to study the problems arising in connection with the implementation of the aid programme.

Reporting

The Department publishes two series of reports (in Swedish or English), and it also participates in various ways in the publishing activities of the IEA ("International Studies in Evaluation" and "IEA Monograph Studies", cf above).

Umeå

Department of Education
University of Umeå
S–901 87 UMEÅ
Visitors: Samhällsvetarhuset, University Campus
Tel. 090–16 50 00
Professors: Sten Henrysson (since 1968), Egil Johansson (since 1977)

General Presentation of the Department

Where Umeå was concerned, the latest reform of higher education resulted in educational research being organized into a "composite department" with a single leadership. Previously there had existed, since 1964, one Department of Education at the School of Education and another Department of Education in the University, even though the research activities of these two separate institutions were housed under the same roof.

The everyday work of the Department is led by two directors of studies and a supernumerary research coordinator.

At present the Department has a personnel strength of about eighty. Roughly half its members are occupied with research (half time or full time), while the remainder may be active researchers to some extent but belong primarily to the teaching staff or the service function.

Research Programmes

For several years now the Department has maintained a broad research programme with five main areas in which research is conducted continuously. These areas are educational measurements, evaluation, sport education research, research in the history of education, and research into the problems of the northern region concerning sparsely populated rural areas and minorities.

The first of these areas, *educational measurements*, comprises studies of general problems in testing theory such as coaching and sex differences. Other areas which are being studied are selection for school and working life. Test construction forms part of several projects, but it is a particularly important part of one project which is aimed at constructing higher education tests. Another problem which is being studied concerns the comprehension and production of tests; this is being investigated partly on psycho-linguistic lines. With reference to previous

inquiries on the subject of group work, research is in progress concerning the cognitive retention of pupils taking part in group work.

Work in the field of *evaluation* is proceeding in two main directions. Firstly, efforts are being made to develop the theory and methods of educational evaluation, and secondly various current education programmes and other activities are being evaluated.

One project is aimed at elucidating the SYO (educational and vocational orientation) activities of Swedish elementary schools and upper secondary schools. The use of "research link" funds (funds aimed at improving contacts between research and undergraduate training) and its possible effects are being dealt with in the course of another project.

Studies in the area of *sport education research* are being made concerning physical exercise and its psychological and physiological effects. Other projects are aimed at studying questions surrounding the sports upper secondary schools, with reference among other things to selection and recruitment and the combination of élite sports and studies. Studies are also being made of various ventures in connection with women's sports.

Projects concerning *the history of education* have been undertaken for many years. One major project which has been concluded concerns the way in which the Swedish people learned to read. Within this field, projects are in progress which are aimed at studying basic skills, reading and writing, in a long-term perspective, together with studies of the way in which the nineteenth century family acted in educational matters.

The position of the University favours the devotion of special attention to *problems specific to the region and the Arctic area:* problems relating to bilingualism, cultural differences etc.

More detailed descriptions of the various projects will be found in Pedagogiska rapporter, No. 67.

The Department's research activities are mainly financed by the National Board of Education, the National Board of Universities and Colleges, the Swedish Council for Research in the Humanities and Social Sciences, and the Sports Research Council.

Reporting

Reports from the Department's various projects are published in three series: "Pedagogiska rapporter Umeå", "Pedagogisk debatt Umeå" (both in Swedish) and "Educational Reports Umeå" (in English).

Uppsala

Department of Education
Box 2109
S–750 02 UPPSALA
Visitors: Sysslomansgatan 8 and Vasagatan 1
Tel. 018–15 54 00
Professors: Karl-Georg Ahlström (since 1969), Urban Dahllöf (since 1976), Erik Wallin (since 1974)

General Presentation of the Department

Uppsala used to have two separate departments of Education: one at the School of Education and the other in the University. As part of the reform of higher education, these two institutions were amalgamated from 1st July 1977, though as can be seen from the particulars above, there are still two separate addresses.

The policy-making body of the Department is its Board, to which are affiliated a number of sub-committees. One of these committees deals with business concerning pedagogics in teacher education.

Research Programmes

The research attached to the Department is organized into a number of autonomous projects under project leaders and scientific leaders. Project research is mainly financed by grants from the National Board of Education, but grants are also received from the National Board of Universities and Colleges, the Bank of Sweden Tercentenary Fund, the Swedish Council for Research in the Humanities and Social Sciences and the Research Foundation of the Swedish Save the Children Fund.

The individual research projects can be grouped according to various criteria. The following is primarily an illustrative survey in which projects have been grouped according to more than one principle.

Therapy research

Like educational research, therapy research has increasingly tended in recent years to focus on studies of processes and treatment procedures rather than on measurments of the effects of a particular kind of treatment. One such project concerns the treatment of drug abusers. This work has mainly involved an intensive study of the Trollängen and

Hindby treatment homes, which are therapeutic collectives for the treatment of drug addicts. Other projects are concerned with other treatment areas, e.g. criminal welfare.
Contact: Gösta Berglund

Disability research and special education research

Research in these fields forms part of the efforts which are being made in various respects to offer disabled pupils specially adapted instruction and to offer disabled adults an adapted environment. As regards children, young persons and adults alike, the aim is to break down as far as possible the barriers which their disabilities have put in the way of their development of their aptitudes and interests and their social adjustment. The Department's research under this heading has a long history, which began in the late sixties with work on problems concerning the deaf and hard of hearing. The main emphasis at present is on the problems of the visually handicapped and on the integration of disabled pupils in various forms of education.
Contact: Nils Trowald

Language learning

Research into language learning is at present concentrating on two fields. The first of these comprises problems connected with the teaching of the first foreign language. In the project "English at junior level", pupils who already started English in grade 1 of elementary school have been followed throughout junior and intermediate levels. Among other things they have been studied with respect to knowledge and proficiency in English and Swedish, in order to elucidate the effect of an early start to the teaching of a foreign language and of the reapportionment of the time allocated for Swedish language teaching.

Secondly, project work is in progress with the aim of examining problems of individualization in language teaching. This project involves studying the effects of the present division into general and special courses and alternatives to it via more flexible pupil groupings.
Contact: Karl-Georg Ahlström

Studies of development work

This heading refers to projects which are all concerned with studying the development and development work of schools. Within this framework an evaluation has been undertaken of the experimental education centres which have existed since the mid-sixties. Another project involves following current development work in a number of schools with the aim of identifying factors and conditions conductive or hostile to changes in schools. In this connection efforts are being made to develop a theory of school organization.

53

As a general rule, the projects under this heading have increasingly assumed the character of studies of schools and change.
Contact: Erik Wallin

Follow-up and evaluation of legal studies

In collaboration with the faculties of law, a number of projects concerning the study situation of law students, their study behaviour and educational achievements have been carried out under the collective heading "The Law project". A new project is concerned with following up and evaluating the new programme of legal studies which superseded the old course at the New Year 1978. An initial stage of this project is planned to comprise an analysis of the extent to which the measures proposed in the travaux préparatoires and official frame documents concerning the programme of legal studies have been reflected by actual changes of the kind intended. This project can be regarded as one of many aimed at studying changes and innovations in the internal work of higher education establishments.
Contact: Lars-Gunnar Holmström

Evaluation

One project under this head is concerned with an evaluation of upper secondary school and is a continuation of a previous evaluation project concerning the two-year vocational lines of upper secondary school. The current project involves close co-operation with representatives of the NBE and with the Upper Secondary Schools Commission and the Central Bureau of Statistics.
Contact: Rune Axelsson

Evaluation and recurrent education

A number of projects under this heading deal with theoretical questions concerning the concept of recurrent education, its use in national and international education policy and its implications above all for curricular structure and study routes.

The "Uppsala recurrent education project" is a combination of several studies, viz evaluation projects concerning adult-adapted university education, the new rules of access to higher education and adult students in Uppsala. To these are added special studies of problems concerning teaching methods and political socialization and the evaluation of municipal adult education. Projects under this heading also include the evaluation of vocational higher education and research concerning non-graded senior level elementary schools.
Contact: Urban Dahllöf

In addition to these groups of projects there are a few other projects which are mainly being conducted by individual researchers. These include the historical project concerning liberty and equality as basic educational concepts (Wilhelm Sjöstrand and Thor Nordin), research in the peace education sector (Anatol Pikas), studies of conditions for the acquisition of spelling ability (Tord Dahlbom) and a project on children and traffic (Gösta Berglund).

Reporting

The Department publishes three series of reports (two in Swedish and one in English) and a series of monographs mainly reserved for Ph.D. theses and entitled "Uppsala Studies in Education".

55

PART II

The National Board of Education

The National Board of Education
Educational R&D Division
R&D Planning Section
S–106 42 STOCKHOLM
Visitors: Karlavägen 108
Tel. 08–14 06 60

Organization

The Educational R&D Division of the NBE incorporates three sections: the R&D Planning Section, the Teaching Material Development Section and the Evaluation Section.

The R&D Planning Section is responsible for planning, co-ordinating and following up the educational development grant for the school system which is made annually via the budget proposals. The grant for the fiscal year 1980/81 is Skr 35.9m.

Apart from the duties incumbment on the divisional and sectional heads, the work of the Section is divided into three functions: Finance, Information and Drafting and Liaison. The section has a total of eleven appointments.

Duties

It is the task of this working unit

- To take charge of the inventory, collection and classification of R&D needs and the assessment of project proposals received against the background of long-term plans for the education service.
- To work out budget requests on the basis of an inventory of R&D needs and project proposals submitted from outside.
- To administer the distribution of funds to various projects as decided by the NBE Directorate.
- To promote the dissemination of R&D results to persons active in the school sector.
- To act as the secretariat of "Pedagogiska nämnden" (The Advisory Committee on Educational R&D). This Committee is appointed by the Government as an advisory body on educational R&D, the latter being taken to include the evaluation of educational activities. The Committee is empowered to examine the organization and conduct of various R&D projects.

Activities

In its work on the inventory of R&D requirements, budget requests and the distribution of funds, the Section co-operates with the following.

- The above mentioned Advisory Committee on Educational R&D.
- A planning committee set up by the researchers at the departments of educational research. This committee comprises three professors of education and its task is to scrutinize the scientific quality of project proposals submitted to the Section.
- The joint programming group, comprising the heads of the relevant divisions at the NBE.
- Various internal inter-divisional groups and specially appointed liasion officers, whose task is to monitor subject fields within the scope of the NBE's activities and to follow the progress of R&D projects.

In 1978 the NBE resolved to give priority to certain areas which are to be the subject of long-term appraisal:

- Measures promoting the implementation of the Riksdag resolution concerning the SIA-reform (SIA being the Commission on the Internal Work of Schools).
- Measures aimed at providing all young persons with meaningful education and at promoting recurrent education.
- Measures to improve the occupational environment in the education service.
- The education of the disabled.
- Immigrant education.
- Measures to provide vocational studies for adults and to increase efforts on behalf of the under-educated.
- The R&D sector. The concentration of resources on broad central problem areas, primarily the priority areas listed above.

A large proportion of the projects for which funds have already been awarded correspond to these priority areas. The priorities thus defined by the NBE are not static but can be successively revised.

As part of the work of concentrating R&D resources on broad problem areas, the budget estimates for 1980/81 were made to include requests relating to the following outline projects:

- SIA follow-up
- education and working life
- reading instruction
- the educational integration of the disabled
- evaluation of the total situation of immigrant pupils in schools
- R&D concerning adult education.

The R&D allocation is divided between research projects conducted by research establishments and development work conducted by or on behalf of the specialized divisions of the NBE.

Information

Information about research activities is distributed, for example, in a series of publications entitled "Utbildningsforskning" [Educational research; in Swedish] and in a series of bulletins entitled "School Research Newsletter". School Research Newsletter 1980:7 includes a list of projects for the fiscal year 1980–81.

Re-organization

In February 1981 the Government moved a bill concerning the national administration of schools and a bill concerning educational research. The latter is based on the proposals of the School Research Committee, which were circulated for comment during the spring of 1980. The two bills include provisions concerning the future design of R&D work and its organization with effect from the fiscal year 1982/83. This reorganization will entail a number of thoroughgoing changes to the structure and functions described in this section.

The National Board of Universities and Colleges

The National Board of Universities and Colleges
R&D Division
Box 45501
S–104 30 STOCKHOLM
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Tel. 08–24 85 60

Organization

Apart from personnel training, which accounts for 44 per cent of the allocation, R&D in higher education today comprises the following sub-programmes:

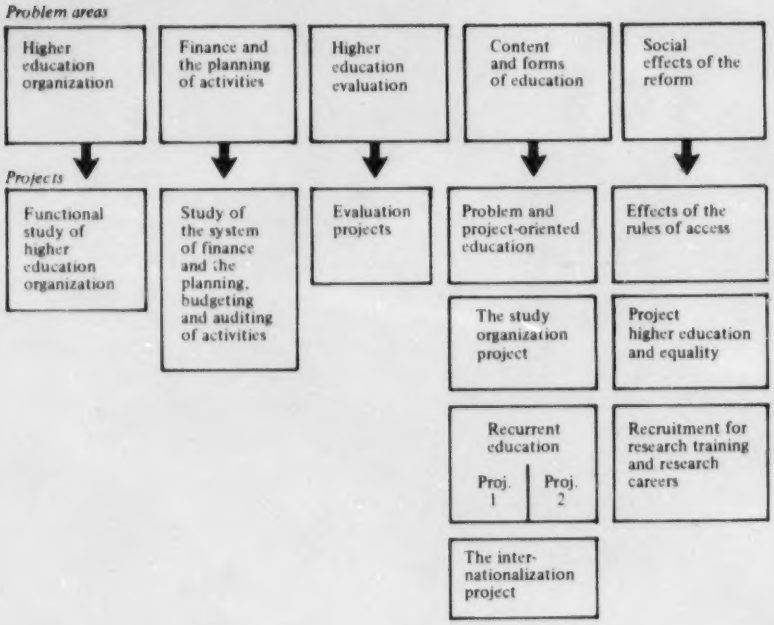
a Local development work (20%)
b Follow-up of the reform of higher education (12%)
c R&D projects of the Planning Committees (11%)
d Research into higher education (11%)
e Information and documentation (2%)

The R&D allocation for the fiscal year 1980/81 is Skr 17.6m.

Activities

Local development work is conducted at all higher education units. It is co-ordinated at the universities and certain colleges by educational development units, and it is controlled by special reference groups.

The programme for *following up the reform of higher education* was launched in 1976 with the aim of obtaining results and policy-making documentation which would be useful and stimulating at all levels of the higher education system. Priority has been given to problems relating to higher education organization, finance and the planning of activities, higher education evaluation, the content and forms of education, and the social effects of the reform. Within these areas, terms of reference are drawn up for one or more projects (see diagram) which are then entrusted to researchers or other qualified project leaders. Attached to this programme is an advisory group comprising officials from the Board and some of the projects leaders.


Problem areas
Higher education organization
Finance and the planning of activities
Higher education evaluation
Content and forms of education
Social effects of the reform
Projects
Functional study of higher education organization
Study of the system of finance and the planning, budgeting and auditing of activities
Evaluation projects
Problem and project-oriented education
Effects of the rules of access
The study organization project
Project higher education and equality
Recurrent education
Proj. 1
Proj. 2
Recruitment for research training and research careers
The inter-nationalization project

The main emphasis so far has been on system evaluation. In the future the Board intends to give priority to problem areas related to the content and quality of education and to people within the higher education system, both staff and students.

The reform follow-up programme is the sub-programme most conspicuously concerned with policy. Ever since the reform came into force, reports have been produced in the course of this programme which have given rise to a vigorous debate and have been included in the documentation underlying decisions at various levels within the higher education system and by the Government and Riksdag.

The R&D projects of the planning committees are intended to support the planning work conducted by the Board on behalf of the five educational sectors of the higher education system. An advisory group of officials from the Board has been set up to co-ordinate these activities.

The *Research into Higher Education* programme is intended to contribute towards a better understanding of the character of higher education activities, their prerequisites and their significance. This programme is uncommitted to current reform work and proceeds continuously within the following five problem areas:

1. The role of higher education within society
2. Higher education as an organization: stucture and process
3. The environment and work procedures of research
4. The environment and work procedures of education
5. R&D organization and planning.

These problem areas are studied by means of analytical surveys and empirical studies with a view to the gradual development of concepts and intellectual models which will contribute towards an understanding of higher education and its role in society.

In area 1, particular importance is attached to studies of the role of higher education in working life. Some of the major projects now in progress are aimed at elucidating the way in which the vocational role is learned in a number of courses of training and education. In another project a study is being made of differences of cognitive capacity and communicative skill between various vocationally active groups.

Two projects in area 2 are particularly concerned with studying the emergence of the latest reform of higher education and its actual implementation.

Another topic of inquiry which is now being studied in a number of interconnected projects at the University of Gothenburg is that of the cognitive traditions of different types of higher education. This research involves the co-operation of researchers from various subjects, such as history of ideas and learning, sociology and theory of science. The starting point for these studies is the interaction, within the new system of higher education, of traditionally academic and non-academic studies.

Research as a higher education activity, the subject of area 3, has been dealt with in a couple of major empirical studies of the role of research training in a number of human sciences and also concerning interdisciplinary scientific research groups.

Area 4, education as an activity, has so far occupied a far more prominent position on the research programme than research. This area is concerned with problems relating to the structuring of cognitive content, to the formation of concepts and the acquisition of knowledge, to the design of the study and teaching process and to the role of critical training in various types of education.

In area 5 a study is being made of questions concerning the role and organization of sectoral research in higher education and concerning the interaction between planning and cognitive development. Efforts in this area are prompted by the great importance of sectoral research as an element of higher education activities and by the need to find tenable principles for the internal R&D of the higher education sector.

Working Methods

Problem area meetings, i.e. conferences or seminars at which researchers in different subjects discuss matters together with higher education practitioners and planners, are an important method of focussing and guiding the research programme. Normally these meetings result in the summarization of conclusions from completed research and their practical implications, and also in the definition of new points of inquiry for continuing research.

Since 1972 the research programme has also been served by two special advisory groups: a research group comprising professors in five of the subjects involved in the research programme, and a group of practitioners or planners consisting mainly of principals in the higher education system and officials from the Board. The tasks of these advisory groups include evaluation and the definition of priorities concerning the focus of research. Outside researchers also take part in the definition of priorities by contributing expert reports.

Swedish research into higher education over the past six years has involved researchers representing twelve different subjects; see table below.

Research into higher education. Research programme projects by university subjects, 1974/75–1980/81. Number of projects and expenditure in Skr 1 000.

Subject	1974/75		1976/77		1978/79		1980/81	
	No.	Skr 1000	No.	Skr 1000	No.	Skr 1000	No.	Skr 1000
Economic history	1	50	1	95	–	–	–	–
Philosophy	–	–	1	124	1	30	–	–
Business economics	1	120	1	81	–	–	–	–
Geography	1	40	1	100	–	–	–	–
History	1	107	1	150	1	45	–	–
History of ideas	–	–	–	–	–	–	1	200
Economics	2	150	1	60	–	–	–	–
Education	8	704	3	265	3	505	5	820
Psychology	2	145	1	230	2	120	2	170
Sociology	3	219	–	–	2	230	1	140
Political science	1	60	3	295	3	405	2	245
Theory of science	–	–	–	–	1	160	1	200
Total	20	1595	13	1400	13	1495	12	1775

Thus the research programme is to a great extent multi-disciplinary, and it is also aimed at achieving close interactions between the approaches and perspectives of the various disciplines in the treatment of the different fields of inquiry. Of the more than 70 projects which have been mounted so far, 40 have now been concluded and upward of 30 are still in progress. So far 21 Ph.D. theses have been produced in the course of these projects. A further 14 theses are in preparation, and most of them are expected to be completed in 1981.

Information

As has already been made clear, the Board endeavours to disseminate information concerning R&D results, partly by means of conferences, symposia, surveys and theses etc. More regular features of information

distribution are provided by the annual catalogue of projects, "Research and development for higher education" (published in December), and the information bulletin "R&D for Higher Education", which is published in Swedish and English.

The Bank of Sweden Tercentenary Fund

The Bank of Sweden Tercentenary Fund
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Grants for Educational Research

Between its establishment at the end of 1965 and the close of 1979, the Bank of Sweden Tercentenary Fund awarded grants totalling almost Skr 15m. for educational research. This roughly equals 5% of the total volume of research grants. The amounts awarded in various years can be seen from the following table.

Year	Grants, Skr 1 000	Percentage of total grants awarded
1966	393	2.1
1967	138	1.9
1968	888	5.3
1969	1,249	7.0
1970	588	3.0
1971	1,097	5.9
1972	696	3.7
1973	1,470	8.0
1974	1,628	9.0
1975	1,699	7.0
1976	1,784	7.2
1977	903	4.0
1978	756	3.6
1979	1,408	6.3
1966–79	14,697	5.4

One of the general principles governing the activities of the Fund is that considerable priority is given to projects elucidating the effects on individual people and the community of the technical, economic and social changes which take place. This means that pedagogics and other behavioural and social sciences are among the principal recipients of grants from the Fund.

Previously the Fund awarded its grants almost entirely in response to applications received from individual researchers. In recent years, through what are termed area groups, it has displayed special interest in certain research areas which are judged to have received little attention. This is because the Fund is obliged by its statutes to devote special attention to areas whose financial needs are less well provided for from other sources.

The area groups which have so far operated have dealt with questions concerning "Man and working life", "Man and communications technology", "Research into questions of sexual equality" and "Fiscal research".

It is only possible here to mention a handful of the educational research projects for which grants have been awarded from the Fund. The Fund's Annual Report for 1979 includes a catalogue of all research for which grants have been awarded to date (1965–1979), and readers are referred to this catalogue for more exhaustive information. Major projects (in the order in which grants were awarded) have included Karl-Georg Ahlström's work between 1966 and 1970 on self-instructional methods of speech perception training for the deaf and hard of hearing. Urban Dahllöf received grants for a major project entitled "Comparative goal and process analyses of school systems", which was conducted at the University of Gothenburg between 1967 and 1972. One of the biggest grants was awarded to Torsten Husén et al. for a "Cross-national study of international achievement", better known as the IEA Project, a comparative study of teaching and educational results in schools in nineteen countries. These investigations were primarily concerned with science subjects, literary comprehension and reading, mathematics and foreign languages.

Between 1969 and 1974, Wilhelm Sjöstrand received grants for his major project "Liberty and equality as basic educational concepts in Western democracy since the end of the eighteenth century". During the same period, Åke Bjerstedt received grants for a project entitled "Co-operation, independence, mental agility". Bengt-Erik Andersson carried out "Studies of generation cleavages", and Egil Johansson studied "Literacy and popular education in Västernorrland, 1750–1860".

Educational research receiving grants from the Fund in recent years has included Gunnar Richardson's "Ideas and realities in Swedish school policy during the 1940s", Ference Marton's "Adult perception of the world at large", David Magnusson's "Individual development and the environment", Dan Olweus' "Family conditions and problem behaviour among teenage boys", and Kjell Härnqvist's "Long-term effects of education".

As can be seen from the above examples, the educational research projects supported by the Bank of Sweden Tercentenary Fund do not present a uniform pattern. This is because all the projects in the area have been initiated by researchers who have applied to the Fund for grants. Thus the Fund itself has not defined any particular focus of interest.

The Swedish Council for Research in the Humanities and Social Sciences

The Swedish Council for Research in the Humanities and Social Sciences
Sveavägen 166
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Organization

The Swedish Council for Research in the Humanities and Social Sciences (HSFR) was inaugurated on 1st July 1977, with the implementation of the new system of research councils. It superseded the former Swedish Humanistic Research Council (HFR) and Swedish Social Science Research Council (SFR). One of the purposes of this amalgamation was to increase the opportunities for ventures in the border territory between different faculties and subjects.

HSFR consists of a chairman and ten other members, together with deputies for the latter. The chairman and three other members are appointed by the Government for a term of three years. The other members are elected by representatives of research and teaching at universities and colleges. The chairman, members and deputy members are all appointed for three years.

Decisions concerning the award of grants are made by HFSR in full session after preparatory scrutiny and ranking within subject based priority groups. There are thirteen of these groups, one of them being entitled Psychology and another Education.

Duties

Within its sphere of activities, HSFR has the task of promoting and supporting research of scientific importance. In doing so, the Council must also have regard to the need for research in fields of social importance. HSFR is to encourage the dissemination of information concerning research and research findings.

Particular duties of the Council are as follows.
To distribute funds for research.
To undertake a comprehensive and open scrutiny of research for which

grants have been requested and to evaluate research for which grants have been awarded.
To identify urgent research needs and to initiate and promote research which is necessary in order to cater for such needs.
To promote and initiate international research co-operation.
To encourage the publication of scientific results.

Activities

Most of HSPR's activities are concerned with the distribution of research grants. Decisions in this respect are made twice annually (in the spring and autumn). Most of the available funds are distributed in the spring; business transacted on this occasion includes applications for grants for new research projects. The autumn grants are mainly concerned with the publication of scientific works, including periodicals and yearbooks.

HSFR has at present eleven professorships and thirty-four research appointments. Of the latter, the following come within the sphere of the behavioural sciences:

development psychology
biological psychology
information processing in occupational and environmental psychology
cognitive psychology
environmental psychology
adult education
history of education with particular emphasis on the twentieth century.

During 1979, HSFR, which is responsible for basic research in the humanities and social sciences, commissioned a number of study groups and programming committees to analyse the state of certain important fields of research. This procedure made it possible for the Council, in its budget requests for 1980/81, to point to certain neglected areas of research, including therapy research.

The following grants have been made towards educational research since HSFR came into being in 1977.

Year	Grants to subject area education	Percentage of all money awarded by HSFR
1977/78	2,182,000	6.3
1978/79	1,963,900	5.9
1979/80	1,941,700	6.1
1977/78–1979/80	6,087,600	6.1

In 1975 SFR initiated a limited number of research appointments for prominent young researchers in psychology and education for a period

of three years, with the possibility of a three-year extension. Three educational researchers have thus embarked on their second three-year period: Sigbrit Franke-Wikberg, Umeå, is working on a project entitled "Theoretical and methodological development in educational evaluation"; Jan-Eric Gustafsson, Gothenburg, is engaged on a project entitled "Individual differences and learning/teaching"; and Roger Säljö, Gothenburg, is conducting the project "Studies of learning and cognition in adults".

Further Information

Further information on the current research programmes of the various departments can usually be obtained from the departments themselves. A few of them have given references to such material in the texts above. Some more general sources are presented below (some bibliographic sources, some recent government bills related to educational research etc).

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